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ABSTRACT

A guideline for providing quality secondary education in situations where only a relatively small number of students are involved, this manual describes the organizational options for high school programs. The options discussed are regional high schools, area secondary schools, and local high schools. Local high schools can be further classified according to the programs offered, including (1) 12 grades with all students using correspondence study; (2) correspondence study for high school students, regular classroom instruction for elementary students; (3) the integrated K-12 program; and (4) the small high school in which basic subjects are taught by 1 or more teachers and perhaps with some subjects taught by correspondence. Topics covered in the manual include equipment and instructional materials, correspondence study, individualized instruction, partially individualized instruction, traditional instruction, the process of education, the use of educational resources in the community, the administration of small schools, student records, graduation requirements, internal funds, and facilities for the secondary program. Also included are 2 prototype schemes for a rural Alaska high school, a bibliography on small schools, and an example of the use of correspondence studies in a rural school. (HBC)

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SMALL SECONDARY SCHOOLS ADMINISTRATIVE MANUAL

ALASKA DEPARTMENT OF EDUCATION
DR. MARSHALL L. LIND, COMMISSIONER

First Edition
September, 1971

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SMALL SECONDARY SCHOOLS

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Office of Public Information and Publications
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TABLE OF CONTENTS

2 ORGANIZATION OPTIONS
4 PROGRAM
4 Local Considerations
5 Staff
6 Scope
7 EQUIPMENT AND INSTRUCTIONAL MATERIALS
9 CORRESPONDENCE STUDY
10 TYPES OF PROGRAMS
13 THE PROCESS OF EDUCATION
14 USE OF OTHER COMMUNITY RESOURCES
16 ADMINISTRATION
17 STUDENT RECORDS
18 GRADUATION REQUIREMENT
19 INTERNAL FUNDS or STUDENT BODY ACCOUNTS
20 FACILITIES
21 Prototype Diagrams
23 BIBLIOGRAPHY
25 ERIC DOCUMENTS
27 The Snettisham School
31 High School Correspondence Courses
33 Vocational, Career and Interest Correspondence Courses

I. SMALL SECONDARY SCHOOLS

This publication was developed as a guideline for providing quality secondary education when only a relatively small number of students are involved.

Small secondary schools are an important element in the overall educational system in Alaska. As of September 1, 1970, twenty-two of forty-seven high schools had enrollments of less than 125 pupils; of these twenty-two schools, eleven had enrollments of less than 50 pupils!

Small high schools will continue to evolve as rural communities and small districts move into secondary education, thus providing a continuing education for resident pupils. The Department of Education approves of this development and will do all possible to assist local communities to operate their own high schools efficiently.

Legally, a district must provide a secondary program for its resident pupils. As a district *may not require* a pupil to live away from home in order to obtain a secondary education, it must make some provision for those pupils who elect to stay in their home communities.[1] A small school which generates five or more secondary pupils annually has no options and is required to provide for a secondary program.[2]

The State Board of Education and the Department of Education recognize the need for small secondary schools, but at the same time stress that such schools must be of high quality if they are to be effective.

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[1]AS 14.14.110

[2]AS 14.14.110

II. ORGANIZATION OPTIONS FOR HIGH SCHOOL PROGRAMS

There is no single type of education that will please all individuals or groups of individuals. Parents in some communities will feel very strongly that their children should be educated through high schools in the localities where they were born. Other people wish to have their youngsters leave the villages when they are ready for the seventh or ninth grade. Still others would keep them at home until the tenth or eleventh grade. The only way these students are going to be educated in an effective manner is to develop educational programs to fit the needs and concerns of individuals and the communities.

The Department of Education publication, *A Prospectus for Rural Education in Alaska* states that:

The purpose of the rural education plan and program is to:

1. *Keep Alaskan high school students in Alaska for their school experiences.*
2. *Provide schools which are close to the students' homes.*
3. *Avoid, to the greatest degree possible, a totally segregated school system.*
4. *Provide choices, whenever possible, of locations where high school students may attend school.*[1]

There are three options:

A. *Regional High Schools*, serving a large geographical area, where possibly 500 or more students may attend.

B. *Area Secondary Schools*, serving several small communities within a region, will be smaller than the Regional Schools and will be initially located at Dillingham, Delta, Fort Yukon, and Tok. The number of students will vary from 110 to 250.

C. *Local High Schools*, serving their own resident students and any others who may be attending under the boarding home program. Small secondary school programs fall into four general types.

   1. *Twelve grades, with all students using correspondence study.* This is for one teacher schools with very few students where the teacher supervises correspondence courses for everyone.

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[1] *A Prospectus for Rural Education in Alaska*, January 1969. Publication of the Alaska State Board of Education.

2. *Correspondence study for high school students, regular classroom instruction for elementary students.* This is sometimes an informal arrangement where the elementary teacher works with the high school students as well.

3. *Integrated program K-12.* This is a two- or three-teacher team program where one teacher takes the responsibility for the primary grades, another for the intermediate grades and the third for the upper grades through 12. Different assignments may be made to use the strengths of individual teachers.

4. *Small High School.* This is a high school with basic high school subjects taught by one or more teachers and perhaps with some subjects taught by correspondence. The local elementary school may be housed separately or in the same building.

With all these programs, it is possible to combine adult education to serve the older members of the community and use the school facility for more hours of the day.

III. PROGRAM

This manual deals with a small high school. (See C-4 in the previous section.)

It is a unique type of secondary education, in many ways a superior type, and *it must not be* thought of or developed as if it were a scaled-down version of a larger high school. It can only succeed if the strengths, weaknesses and activities of each of its students are continually used to evaluate the progress, direction and success of the program All traditional ideas of "necessary" sequence, class size, teacher preparation and "required courses" must be altered to fit the unique task of the small high school.

If the small high school is not a carbon copy of a larger school, what then is it to be? Ideally, it can be a cooperative student-staff-community experience which is impossible in a larger school with its large numbers of students and with teachers not able to fully know or understand other teachers, much less each member of the student body.

The primary purpose of a small high school should be to use the resources of the entire school, community and student body to help each student develop into a mature, self-confident, cooperative young adult who has the skills necessary to assume responsibility for a lifetime of continuous self-education.

Local Considerations

Before a program can be established for the operation of a small school, certain local aspects of the problem must be understood and related to one another. The most important of these are:

1. The probable number of students, both during the first year and in the continuing program.

2. The number of faculty for which financing is available to use in the program.

3. The local school building and other facilities available to use in the program.

4. The teaching equipment, books, films, tapes, accessories and other software available and/or for which funds are available.

5. The need of the community for specific kinds of instruction in culture, vocations, hobbies, etc.

6. The policy of the school concerning the approach to teaching, the educational philosophy, etc.

Staff

A student body of fifteen or twenty can be taught by one teacher and a teacher's aide and/or older students, provided the philosophy of the school allows for flexible scheduling and individualized instruction and the school has a generous inventory of instructional materials. If the philosophy is more traditional and the inventory limited, another teacher is needed or the secondary program offered should be limited to the ninth and tenth grades.

The teacher for such a program must be a generalist, one who has a wide educational and cultural background.

The teacher's aide must be one who can help in many ways without being constantly asked to do this or that. All of the physical arrangements, the care of the equipment and the keeping of routine records should be done by the aide. When no aide is available an older student can serve as assistant to the teacher.

The two must work together as a team.

When there are thirty, or even twenty-five secondary students, two teachers and one teacher's aide should be employed.

Teachers should be carefully selected so that one has the science-math-vocational background and the other has the English-social studies-humanities background.

The teacher's aide should be a general handyman, capable of keeping hardware in repair, the books and films in place, the attendance records accurate and the schoolrooms uncluttered. Here again, an older student may be used as an aide.

The three should work together as a team.

The role of the teacher will be that of a facilitator of learning rather than a teacher per se. It will be his job to help each student learn how to define educational goals for himself, to help plan a program to reach these goals, to help locate or develop the materials and experiences necessary, and to assist the student in evaluating his progress and/or making any modifications that become necessary. Obviously, the broadest range of experiences, outside schools as well as inside, is necessary for such a person to be effective. He must help students learn about things which he himself does not know! He must be able to find those people and resources in the community to assist the right student at the right time (a housewife for cooking or sewing skills, a mechanic for fundamentals of welding or engine overhaul, a state trooper for driver education, etc.). He must possess great amounts of patience, understanding, creative enthusiasm and a concerned knowledge of children; and be an eager participant in the quest for new ideas and answers.

This experienced teacher should have a local person who acts as a teacher's aide: an older woman or a recently graduated girl or boy who understands the community and is willing to do all the odd jobs around the classroom as well as serve as a model for the students. Specific skills are discussed elsewhere. No special educational background is necessary for the aide provided the skills are there, but high school graduation is desirable, particularly if the aide is young.

Scope of Program

The scope of the offerings, the number of subjects offered at one time and the program or schedule of classes depends on the philosophy of the school and the needs of the community.

Every subject need not be offered every year. Only in sequential subjects does the order in which they are taught matter. History, humanities, literature, physical education and other subjects may be taught on several levels of understanding simultaneously by requiring different performance standards of those with less understanding and background.

For each unit, students should spend the equivalent of 210 minutes per week times the number of weeks in the school year, but this time does not need to be divided into equal daily or weekly segments. If bright students working individually can do as much as is expected in less time, they should be encouraged to do so. Then they can go on to other areas of study or delve more deeply into the subject insofar as the library and media of the school permit.

Students who have had opportunities in the elementary grades to develop independent study habits and responsibility will have little trouble adjusting to a small high school. If they have not had this opportunity, perhaps the start of the ninth grade should be devoted to helping students determine what they can and cannot do, with the remainder of the year devoted to helping them develop gradually more and more understanding and responsibility for making decisions about what they need to learn, how they might best learn it, and how to continually evalute their own progress.

IV. EQUIPMENT AND INSTRUCTIONAL MATERIALS

It is necessary to note that a small high school cannot operate successfully with just a teacher, desks and books. Many sorts of teaching helps must be available. They can make learning much more interesting and teaching of multiple groups much easier.

The cassette tape recorder and the Super 8 film loop projector will take much of the drudgery from lesson preparation as well as permit individualized instruction, but they cannot be efficiently used in a room with fixed desks.

Video-tape machines in each school also helps instruction and are available now.

Individualized and independent study programs will require places for individuals to study by themselves (carrels), earphones so they can view films and listen to tapes or records without disturbing others, places where they can confer with a teacher, places where several can participate actively in seminar or discussion activities, and open lab areas where science, shop, home economics and related activities can be conducted. Immediate access to books, films, tapes, supplies is needed. A program built around a media center (more than a library) is ideal. There are a great many programs and self-instructional materials and kits on the market today. Even a traditional text can be used by the student as a programmed approach if the teacher's edition is used with the answer key to check progress.

Probably the basic consideration concerning materials and supplies for the small high school is that while many different kinds of materials will be needed, normally only one or two of each item will be needed. Seldom will more than one or two persons be working on one topic at the same time. Since each student can set his own course each day, if the microscope or programmed text or other material is in use he can switch to an alternative topic or method. In a more traditional small school perhaps half of the students at a time will need their own text or materials in a given subject since they can alternate subjects, such as language arts for some while the others are working on social studies. Two or three different textbooks on a given subject may be many times more valuable than many copies of the same book.

It helps to have several different sources of information on a given subject because a student may learn better one thing from pictures and another thing from tapes or written materials.

One of the most important parts of independent study programs is the development of unipacs, individual teaching or learning units, or learning activity packages (LAP). While some of these packages (which contain a statement of objectives for the unit, a pre-test, all necessary study materials of different kinds, estimate of time required, and a final

evaluation) may be purchased from commerical sources or school districts which have developed them, teachers, teacher aides and students can all produce them. When students have to think through what they plan to learn, how they plan to learn it, and how they will measure their progress, they will learn far more than when the teacher "teaches" it to them. If the student prepared package is filed, the school resource center will have an additional package for other students to use when they desire.

Most of these lessons are of limited scope, and may teach either skills, values or facts. A typical unipac might teach one skill (how to make a hanging drop microscope slide), examine values (develop and administer a local questionnaire on ecology and conservation), or teach facts (develop a short, illustrated history of your community). Completion of one could take from an hour to perhaps no more than five school days. Credit can be granted in any of the subject areas (language arts, science, social sciences, practical science) on a pro-rated basis, and can be kept in the student's folder for review and planning purposes. It is much easier to keep track of progress in this manner than trying to grant 1/180th of a unit for each day's work. The recording form only needs to indicate the subject area(s) and how many hours of credit is being granted toward the unit. No grades need to be figured, although they may. Give credit when credit is earned, whether it takes one hour or one week for the student to complete.

A library/media center is an essential part of a small high school. Students must have access to reference books, tapes, records, films and pictures.

The State Library and State Museum are good sources for books and artifacts for use in instructional units.

PERCY has many films, books, cassettes and other AV materials which can be of great use. It is beginning to develop instructional units which can be sent to schools.

In order to make the best use of all these instructional materials, the classroom must be informal and equipped with carrels, tables, bookshelves, running water and a sink. It should be carpeted to reduce noise.

V. CORRESPONDENCE STUDY

Small high schools can profitably make use of correspondence courses. When only one student needs a specific course, when students wish to take courses in subjects in which the teacher is not prepared, and when electives become too numerous for the teacher to handle, courses may be purchased from the University of Nebraska, University Extension Division, Lincoln, Nebraska 68508, or through the Correspondence Study Section of the State Department of Education.

The Nebraska Extension Division puts out a catalog of all high school courses it offers and gives all information necessary for ordering. Each small high school should have a copy.

When correspondence courses are in use in a small high school, the teacher acts as a supervisor and administers all the tests. The aide can take care of mailing the lessons. The student is able to work at nis or her own pace and use equipment available in the school.

Appendix A is a case study of the use of Correspondence studies at Snettisham, a Juneau Borough District rural school.

VI. TYPES OF PROGRAMS

Programs must be implemented in accordance with local needs, expectations and facilities. The qualities and strengths of the teachers must also be considered, and the basic philosophy of the school and community. The Division of Instructional Services, Department of Education, is always willing to help districts in developing plans.

There are three main types of programs which may be implemented as follows:

A. *Individualized Instruction.* This does not necessarily mean each student on his own all the time. There will be some individual learning, some in small groups for study and discussion and some in large groups for films, particularly those for general information. Each student's needs can be assessed by the teacher and individual programs can be tailored to fit insofar as available materials permit. Students can work independently or in small groups of two, three or four on specific problems for a part of the day.

There need not be specific class hours with bells, etc., but rather school sessions as in an office, 9-12 and 1-4, or as convenient in the community. A half unit of credit may be earned in a half day for six weeks instead of an hour a day for eighteen weeks. Credit toward a unit may be granted on the completion of a given number of problems or contracts with no time allotment considered.

When the school is large enough for two teachers, one can handle social or human science (including speech, literature and humanities) while the other can handle science and vocational areas as needed and as he is qualified. The aide and/or an older student can handle the media, the logistics and the records. Classes may be scheduled only as needed or when something is of general interest to a group or all students. Students can study alone for a part of the day, with a few others or in a large group the rest of the time. Grades may be based upon quality of work at time of completion of each problem, unipac or contract and not on a daily or weekly basis. Teachers can pass from one student to another or from one group to another as needed.

Extensive use must be made of community people who can assist or teach specific skills or subjects (Native language, navigation, electricity, etc.) on a voluntary or part-time paid basis. A full-time aide can handle much routine detail and in addition can be a valuable assistance to the educational program by helping check materials in and out, acting as a supervisor in the absence of the teacher, etc. Students themselves can be valuable assistants to the teacher in working with other students, including those in the elementary grades. There are few better ways of learning a subject than helping someone else learn it.

Once the concept that the teacher is a college graduate who "knows" all about a subject, which he then drills into the heads of resisting students is discredited, then all persons become possible sources of assistance to students. Sources of assistance from outside the community should not be ignored. State and federal agencies can provide materials and in some cases will send specialists to the community to give presentations (fisheries, forestry, Coast Guard, etc.). An employee of another school district might be made available for a specific time on a contracted basis to give highly concentrated training, such as drivers' education, testing programs, advanced math, etc. If it is clear that students are expected to learn where and when and for however long as it is necessary to achieve *their* learning goals, the presence of only one or two teachers on the staff is not such a handicap as it would be in a traditional program approach.

When a program is completely individualized there is the chance that the interaction among peers is insufficient. Each one doing his own thing while being quiet so as not to disturb others can discourage oral practice in discussion and exchange of ideas. Teachers must watch for this in the individualized classroom and arrange periods for group action and discussion. Many approaches are possible. A community problem or project is one starting place, the special talents of the students is another. Art, track and field, music, a play, a current event, almost anything, can provide an opportunity for a discussion or an activity if natural interest on the part of students does not present an immediate need.

Individualized instruction does, however, require careful planning on the part of the teacher so that each student is task-oriented. Each lesson must be clearly composed of tasks to be performed with specific books or media. Some of these can be purchased, others must be made by the teachers or students and use available books and media materials. *Teachers will need to have special training to instruct in this manner.*

B. ***Partially Individualized Instruction.*** Individualized and/or specialized instruction can be combined with the traditional subjects, each taught for part of the day. Ninth grade social studies and English can be combined into a communications-psychology type course (see new social studies guidelines) and a wide variety of vocational courses such as fishing, navigation, and small motor repairs can be taught on a half-day basis with year-long classes counting as two or three units.

This approach may be effective as a transition between the new approach and the traditional one. .

C. ***Traditional.*** A traditional high school usually has a school day of 6 clock hours divided into 1-hour periods (classes + passing time), three before and three after lunch. In such a situation the schedules in small high schools might be something like the following:

One Teacher High Schools

Odd Years	Even Years
9th grade English	10th grade English
Advanced English (11th & 12th)	Literature (11th & 12th)
General Science	Biology
American Problems	World Cultures
9th grade Social Studies	Algebra and General Math
Algebra or Adv. General Math	Elective
Elective	

Two Teacher High Schools

Odd Years

Science/Math Teacher	Language Arts/Social Studies
Algebra or General Math	3 English classes
Advanced Math	Social Studies
General Science	Elective (foreign language or cultural subject)
Physics or Chemistry	
Physical Education	

Even Years

Science/Math Teacher	Language Arts/Social Studies
Algebra or General Math	3 English classes
General Science	Social Studies
Physics or Chemistry	Elective (foreign language or cultural subject)
Electives (vocational)	
Physical Education	

Electives can also be music or art if either teacher is qualified to teach them.

Typing can be learned individually with the teacher only checking results and helping as needed at critical points in the study. Special lessons are now available for individual study of typing.

Either approach can be supplemented by correspondence courses for students with special needs or interests. These courses can be supervised by either teacher and the logistics can be handled by the aide.

VII. THE PROCESS OF EDUCATION

Students, in order to learn, must progress from the known to the unknown by steps which they understand.

Courses must be organized around their needs. There is little value in requiring traditional English I, II and III when the student needs reading, speaking and listening skills first, just as there is little value in requiring American or World History of all students when local and current history are unknown to student and community. Traditional cookbook science is another poor choice for some students as compared to vocationally oriented science (fishing, boats, airplanes, weather, etc.) with local ecological/cultural/economic possibilities. Each course or set of student learning goals should reflect individual requirements and not necessarily be based on textbooks or tradition.

VIII. THE USE OF OTHER EDUCATIONAL RESOURCES IN THE COMMUNITY

Community resources may be classified as people, places and things.

People who are to be considered resources include every person and every organization in the community. A small high school is necessarily very closely tied into the activities of the people in the community. Every adult should be welcome in the school and many might be called upon to give special short-term services without pay. The teacher's aide can be a local person, probably a recent graduate who wants to stay at home but also wants something to occupy his or her time and provide a little money.

Some people know local history, others know stories related to the local culture; some have special knowledge of science, social science or vocations; some have special skills which students need and want to learn. All of these people should be asked to come to school and to share whatever is their speciality. Those who merely talk about or demonstrate their area of speciality once or twice can be kindly thanked but not paid. Those who actually teach their skill, such as skin sewing or ivory carving, deserve to be paid for their time.

Organizations also contribute to the program of studies in a school. Individual people with special attributes are often most easily and quickly reached through the secretary of the organization whose interests lie in the area of study. The fisherman's association, for instance, would know which fisherman could best discuss trolling for salmon or setting traps for crabs.

The organization is often willing to provide manpower for a special project. The carpenters' union, as an example, would probably be glad to have a work party some evening to make carrel tops to fit school tables.

Places which are of interest to students are the public buildings, particularly the city library (if there is one); the business houses (and this includes canneries, boat houses and rope walks as well as stores); the churches; and, in some cases, the private homes.

In the slack season, businessmen will be glad to show their places of business and in busy seasons to employ student learners as helpers. Frequently a work experience type of vocational course can be worked out for individual students whereby they can learn auto or airplane mechanics, net mending, fishing gear repair, etc., in a sort of apprentice arrangement between the businessman and the school. Distributive education learner experiences are often available, too.

In most cases of this sort, students can learn as they earn, and they can try out several occupations to see which are interesting and congenial for them.

Public buildings in small communities are limited in numbers and size but many villages have a library which should be used by the students to supplement the resources of the school. If the library is seldom open because volunteer help is not available, students can get valuable experience in manning it under the supervision of the school's educational aide or the local librarian. The library and any other public buildings should be used by the school as necessary to expand the scope of the learning.

Things, as well as people and places, should be considered resources of the small high school. Every available resource is needed in a village in order to make the learning as interesting as possible.

Before private property is used by the school, the manners necessary to consideration of things and people must be learned. Use should be made of things only so far as the owners permit. Some very valuable things are only to be looked at, and not even touched, but students should know about this before they are taken to see them. Other things may be touched but not used, some others used, still others taken apart and put together again, but only with the previous permission of the owners. Only those things which the owner gives to the school outright should be used up, and nothing should ever be vandalized or destroyed. In other words, a rare book or artifact deserves respect in and of itself and should not be treated like an old motor or a paper cup. Careful handling of valuable things is not merely respect for private property, but is also respect for things of beauty and cultural value. The school will have very few beautiful things, but the homes of the students and other homes in the community may have many which are neither understood nor appreciated, and part of the business of the school is to develop respect and appreciation for these things.

How are people, places and things to be used? Always with consideration, of course, and for a specific purpose or as a help in reaching a desired goal.

What the purposes and goals should be depends on the philosophy back of the objectives of the school, the teacher and the student. The uses are limited only by the imagination and ingenuity of the teacher, and cannot be listed here.

IX. ADMINISTRATION

The responsibilities for the small high school administrator-teacher are unique among the generally accepted principal's standards of accountability.

In the small high school the administrator is required to organize the program to be taught by one or two others or by himself, and he may be required to assume some, or all, of the teaching responsibilities.

Because his time is limited and his duties are numerous, he will, necessarily, want to organize the small high school in order to place the learning responsibility on the students, minimize record keeping, utilize volunteer community people whenever possible, and depend upon prepared audio-visual materials to supplement a multi-text approach to flexible learning.

In many instances, the small high school will be the first high school in the community; thus, the wise administrator will go to great lengths to explain, demonstrate and exhibit the procedures to the local population.

The community must understand that a good high school program is possible in a community with a few students when proper techniques are used and appropriate materials are available. Often the other teachers in the school system will require briefing and demonstrations to offset the possibility of their viewing the more flexible system as laissez faire. Teachers not assigned directly to the secondary program may be used as part of the high school team and contribute to the learning in high school through their strengths and academic specialties.

The school administrator will want to familiarize himself with the State Statutes which pertain to schools. A copy of the *Compiled School Laws of the State of Alaska* (most recent edition) will provide reference to the most often used school laws. Education laws are found in Title 14. The following citations are other laws which bear on education. They are: 04.15.020-050, 07.15.060, 07.15.310-330, 07.15.710-730, 07.17.010-030, 07.20.140, 07.25.040, 07.30.020, 07.30.110, 11.40.160-180, 11.60.210, 11.67.005-070, 18.70.110 and 120.

A copy of the *Alaska Regulations* will provide additional information.

The administrator (or teacher) must familiarize himself with the *Administrative Manual for Secondary Schools* and all his records must conform to the requirements of the Department of Education.

The school district will have by-laws by which the high school will operate.

X. STUDENT RECORDS

Student records in most schools include health, permanent and cumulative files. Sample forms for these may be secured from the Department of Education, but districts must develop their own.

The health record includes information on immunizations, chronic ailments or impairments—physical or phychological—that could affect the child's well-being if certain precautions are not followed, to name a few.

Permanent records, in most schools, include the courses a student has taken, his grade for the course and the units of credit granted for the course. Also, often included, are test scores and other personal data. Permanent and cumulative records often are merged into one folder of cumulative information including the items noted above. In such a case, the following items will be included: subjects student has taken, grades earned and explanation of what the grades mean, units of credit earned, attendance record, scores of standard tests the student has taken, cumulative health record, social adjustment information, co-curricular and curricular activities and recognition, anecdotal records, and pertinent information from other sources.

The records of courses taken and units of credit earned must remain in the school files so long as a school exists. Should the school cease to exist, some other means of safeguarding these records must be found. The Department of Education can help in such a case.

XI. GRADUATION REQUIREMENT

A basic list of the areas wherein certain credit requirements exist are:

Language Arts	3 units
Social Studies	2½ units
Physical Education	1 unit
Science and Mathematics	3 units
Electives	6½ units

Total = 16 units

A unit is defined as the credit allowed for the satisfactory completion of a course that meets a minimum of 42 minutes multiplied by the number of days in session prescribed by the Legislature of the State of Alaska. Permission to deviate from this standard must be obtained in writing from the Commissioner of Education. Such request shall include course title, course objectives, course outline, criteria for evaluation, basic texts and reference materials.[1]

A principal should consider the 16-unit requirement to be minimum and also should be aware that any number of sub-units or topics can be patterned to make up a unit. For instance, sub-units in language arts may be nine weeks of short story, nine weeks of grammar, nine weeks of Milton's works, and nine weeks of speech, or any other combination of equal value. These sub-units would equal 1 unit of language arts.

In the small school these concepts must be *guides* used to assess the progress of a student who, working at his own pace, may progress faster or slower than "normal."

Reports of Student Progress

One of the best ways of reporting student progress is to speak directly to the parent and student about the academic, social and co-curricular activities of the student.

This approach allows for an exchange by which the teacher learns more about the student, the student learns more about what is being developed and is given an opportunity to contribute, and the parent learns more about the school and teacher, as well as how the student functions in the school setting. Some record, however, should be kept of the conference for comparisons at a later date. The report card concept alone is inferior and less motivating and should be avoided, when possible.

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[1] *Administrative Manual for Secondary Schools,* 1969, Alaska Department of Education.

XII. INTERNAL FUNDS IN SCHOOLS OR STUDENT BODY ACCOUNTS

More administrators get in fiscal trouble concerning internal funds than in any other way. Perhaps this is because the regulations of these funds is more lax than that of school district funds. However, careful handling can insure that no problems arise.

No person should be allowed responsibility for funds unless he is bonded.

Student body accounts should be audited in the same manner as other school accounts.

Expenditures of student body funds should be made upon proper authorization and accomplished by a check written by the responsible person. This statement precludes the "petty cash" funds, because "petty cash" is the greatest single source of problems in student body accounting.

XIII. FACILITIES FOR THE SMALL HIGH SCHOOL OR SECONDARY PROGRAM

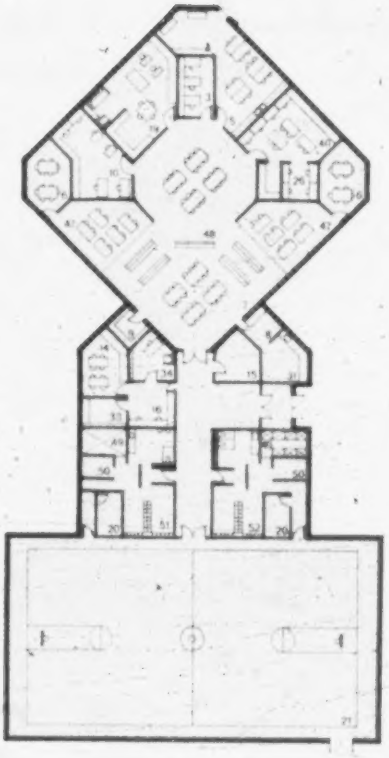
In many instances, no special or additional school facilities will be required to provide a secondary program at the community level. Existing elementary schools usually can house a few additional pupils (secondary pupils) who desire to continue their education in their home communities. Under these circumstances instruction would be highly individualized, use some correspondence courses and would be enrolled as a "special student."

If the number of "special students" is such that they cannot be accommodated in existing facilities, additional instructional spaces will have to be provided. Depending on a variety of factors, the additional facilities could be a single classroom adapted to individualized instruction, or it could be more comprehensive and provide for a variety of educational experiences.

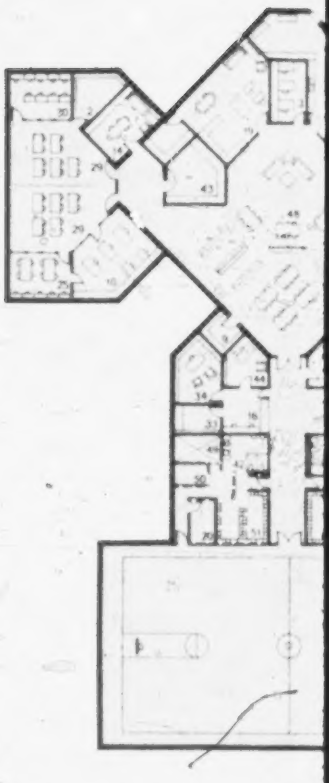
The drawings in this section depict a sequence of additions as a basic school structure might evolve when the secondary program increases in scope to a minimum high school and increases the number of pupils. These drawings do not represent any existing schools nor would a new secondary school necessarily have to follow this guideline.

Districts initiating or developing a secondary program may request the Department of Education to provide help in planning and evaluating the school program.

1 Science Projects/ Experiments
2 Storage Room
3 Drafting Room
4 Art Lab
5 Industrial Arts Lab
6 Seminar Room
7 Instructional Materials Center
8 I.M.C. Desk
9 I.M.C. Storage
10 Business Lab
11 Listening/ Viewing
12 Stair to Loft
13 Work Room
14 Teacher Planning
15 Mechanical
16 Receptio..
17 Girls Toilet Shower/Locker Room
18 Boys Toilet Shower/ Locker Poom
19 Homemaking Lab
20 Athletic Storage
21 Physical Activity Center
22 Lounge Area
23 Study Loft
24 Fan Room
25 Shorthand/writing Lab
26 Science Projects
27 Projection Room
28 Science Math/Social Studies
29 English/Foreign Languages
30 Language Lab
31 I.M.C. Workroom
32 Clerical
33 Storage/Filing
34 Administrator
35 Finishing Room
36 Plants/Animals
37 Industrial Arts Storage
38 Fitting Room
39 Janitor
40 Science Lab
41 Girls Toilets
42 Boys Toilets
43 Audio-Visual Storage
44 Guidance
45 Practice Rooms
46 Performing Platform Music Room
47 General Purpose Classroom
48 Commons
49 Showers
50 Towels/First Aid
51 Boys Locker Room
52 Girls Locker Room
53 Art Lab Storage
54 Blue Printing/Storage
55 Office
56 Maintenance



floor plan - phase 1



floor plan - ph

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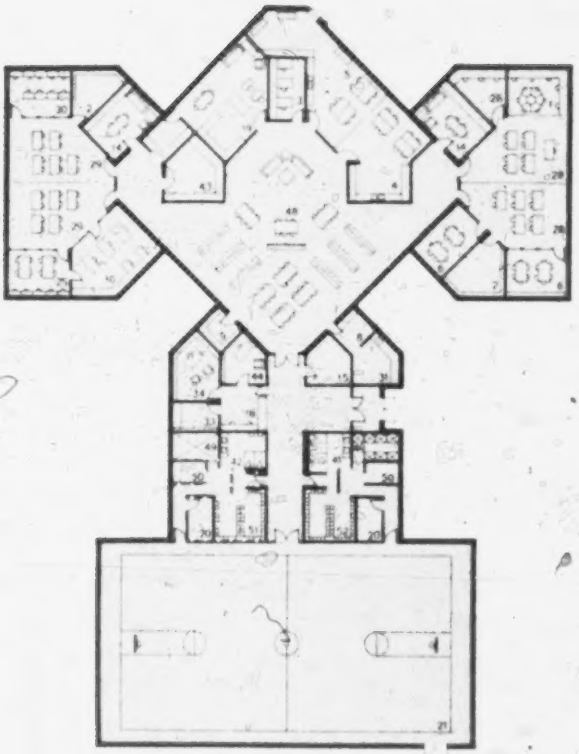
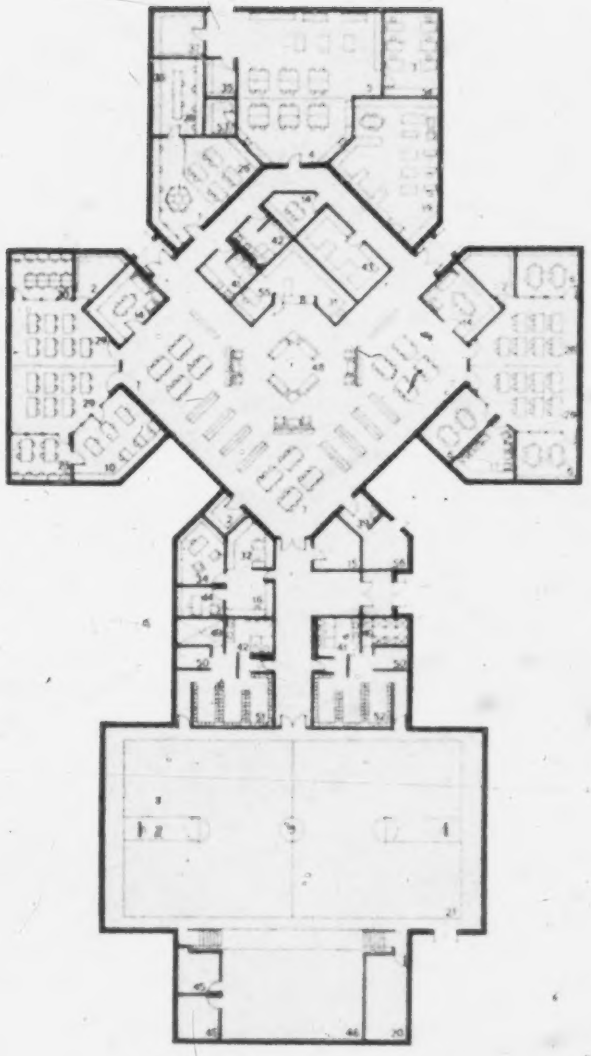
Prototype For A Rural Alaska High



floor plan - phase 2



floor plan - phase 3

scheme a

al Alaska High School

Kenneth Maynard-Architect - A.I.A.
Anchorage, Alaska

1 Science Projects/Experiments
2 Storage Room
3 Drafting Room
4 Art Lab
5 Industrial Arts Lab
6 Seminar Room
7 Instructional Materials Center
8 I.M.C. Desk
9 I.M.C. Storage
10 Business Lab
11 Listening/Viewing
12 Stair to Loft
13 Work Room
14 Teacher Planning
15 Mechanical
16 Reception
17 Girls Toilet Shower/Locker Room
18 Boys Toilet Shower/Locker Room
19 Homemaking Lab
20 Athletic Storage
21 Physical Activity Center
22 Lounge Area
23 Study Loft
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39 Janitor
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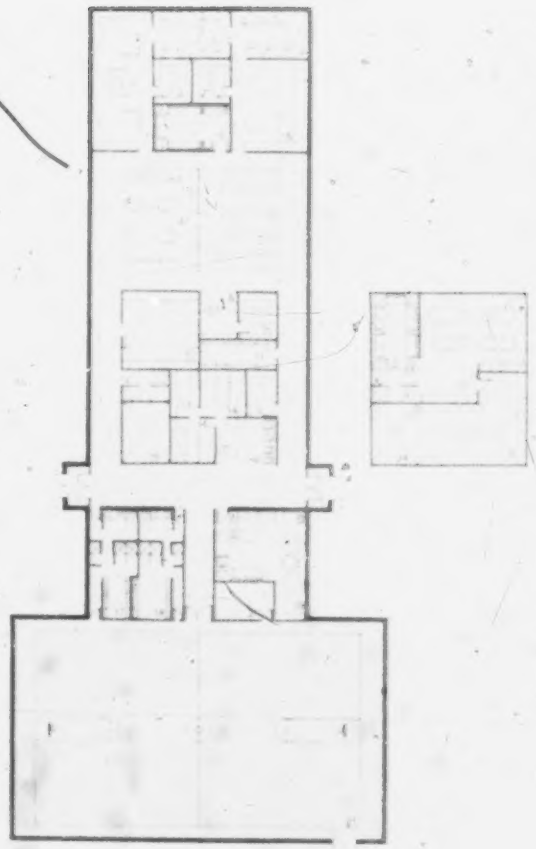
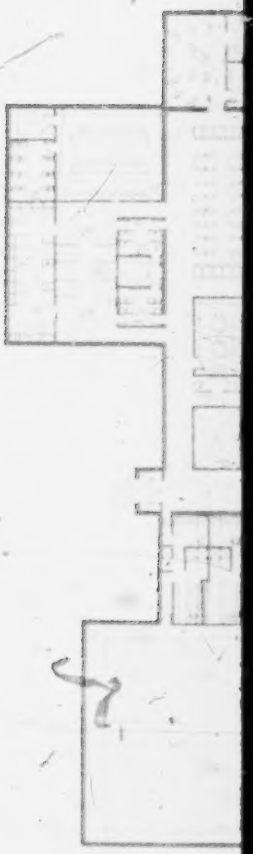
43 Audio-Visual Storage
44 Guidance
45 Practice Rooms
46 Performing Platform Music Room
47 General Purpose Classroom



floor plan - phase 1



floor plan

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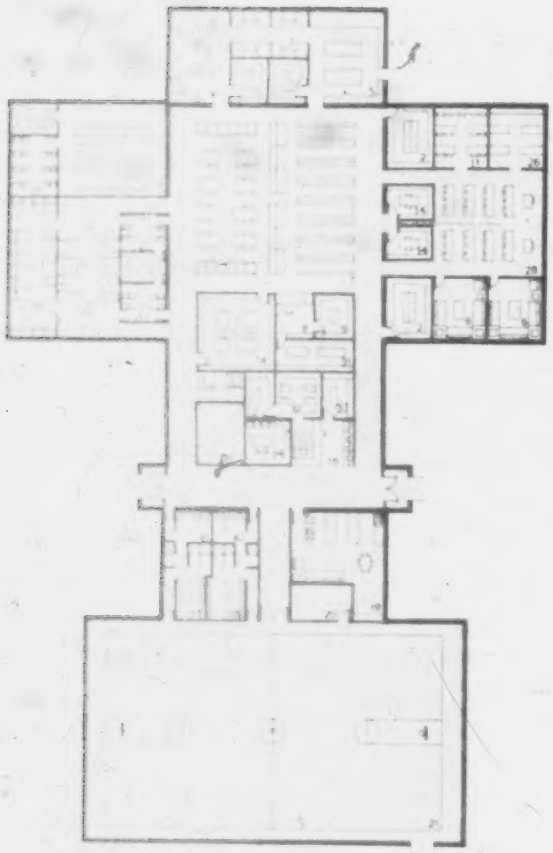
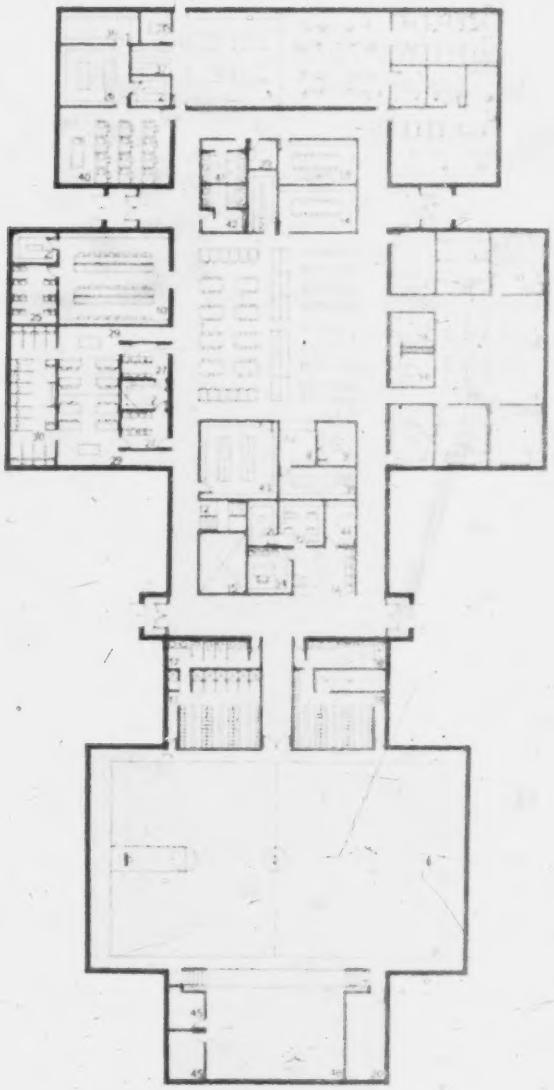
Prototype For A Rural Alaska High



floor plan - phase 2



floor plan - phase 3

scheme b

l Alaska High School

Kenneth Maynard Architect A.I.A.
Anchorage, Alaska

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2. Organization for Institution Program.
3. Inservice Training Program.
4. Reading Program.
5. Drop-out Reduction Program.
6. Preschool Training Program.
7. Communication Skills Program.

APPENDIX A

The Snettisham School
(Use of Correspondence Studies in a Rural School)

Division of Instructional Services
Hattie Buness, Supervisor
Correspondence Studies

Early in June, 1970, a sixth-grade student arrived with her family at Port Snettisham, near Juneau, Alaska, where a huge hydroelectric plant is being installed. Since this girl and her family planned to remain at Snettisham for at least a year, application was made for a sixth-grade correspondence course. The City and Borough of Juneau approved it (agreed to purchase it from the Correspondence Study Branch of the Division of Instructional Services of the Department of Education), and it was sent to her. Her mother agreed to serve as her home teacher.

Correspondence Study (Address: Pouch G, State Capitol Building, Juneau, Alaska 99801), furnishes free correspondence study for children all over Alaska. If the student lives within a city or borough, the borough pays the Correspondence Study office for each kindergarten or elementary course needed.

Each course includes all the books and materials a student needs to complete it as well as the services of a certificated teacher in Juneau to evaluate monthly checkups to insure that the student is progressing normally.

Included in each course are detailed directions bound into manuals describing exactly how to teach the child. These are written with lay people in mind because most of the home teachers are the parents (either or both) of the children. The manuals are handy for the teachers when the courses are used with children in a classroom situation. Professional teachers do not feel tied to the manuals because they have teaching expertise to bring to the task. Teachers use them for reference work and background material, while home teachers follow them exactly.

Also included are monthly checkups, in each subject, stapled together to form a test booklet. The daily lessons are evaluated by the home teacher or professional teacher in a classroom. One booklet is sent to the Correspondence Study office in Juneau each month for professional evaluation by a certificated teacher. There are nine booklets for each grade except the first and second grades, which have eight booklets.

High school correspondence courses are ordered directly from the University of Nebraska Extension Division, Lincoln, Nebraska 68508. The same general pattern is followed. The teaching manuals are so complete that the courses are almost self-teaching in the way that programmed texts and courses on teaching machines provide for self-instruction.

We require each high school student to have an adult supervisor to encourage him, to make sure he is working, and to mail his checkups to Nebraska. The high school checkups are evaluated by professional teachers at the University of Nebraska and then returned to the student, who reports his grades on each checkup to us. A record is kept of his progress.

When high school correspondence study is used with students in a classroom, the teacher performs the tasks of the supervisor, which makes it possible for many different levels of learning in different areas to be carried on at the same time.

Other children arrived at Port Snettisham for the summer and by August, families with 15 children of school age, in grades kindergarten through the eleventh, decided to stay there for the school year.

The City and Borough of Juneau School District was asked to develop a school program in a big old Quonset Hut made available for the classroom.

The Superintendent of Schools called to see if we could furnish 10 elementary courses for the Snettisham students in grades 2, 3, 4, 5, 6, and 8. We supplied them and the assistant superintendent took them to the mail boat and they were delivered that day. With the original enrollee, that made a total of 11 elementary students which stayed constant during the school year. Some left when their fathers transferred to work elsewhere, but others came to take their places.

There were two kindergarten children whose courses were ordered from the Calvert School in Baltimore, Maryland. Alaska's Correspondence Study office now has a newly-written kindergarten course available for five-year-olds. The kindergarten children attended Snettisham School only in the afternoon.

The courses for the two high school boys were ordered directly from Nebraska.

Mrs. Margaret Driscol, a professional teacher whose husband was employed at the project, was hired. Early in September, 1970, Mrs. Driscol, the 15 students in kindergarten through the eleventh grade, with all their courses and desks, and a piano on loan from a school in Juneau moved into the recently-vacated Quonset Hut.

The first thing the children decided to do was paint the bare walls. This they did over a period of time during spare moments. In fact, they painted them and painted them,

decorating with appropriate murals as different holidays rolled around. Everyone had a turn at it. The little ones painted the low parts of the pictures and the taller ones worked up high.

The first thing the teacher did was to review the vast quantities of material that had descended on her. She and the older boys scavenged and constructed bookshelves so the materials could be systematically arranged.

After studying the manuals for the different grades, Mrs. Driscol decided she preferred to correct some parts of the test booklets herself and send in the rest to our advisory teaching staff. This was agreeable to us and to her superintendent, and this is what she did. Any other teacher could follow the same procedure.

She evaluated all of the kindergarteners' work and sent all of the high school students' checkups back to Nebraska for evaluation.

A flexible daily schedule was arranged so that the children studied Language Arts at the same time, mathematics at the same time, etc. The program was completely individualized. Everyone served as a teacher, when necessary. If Mrs. Driscol was busy with a student or a group of students when someone else hit a snag, he was free to quietly ask for help from another student.

A wonderfully supportive atmosphere developed in this school. The day I visited the classroom I observed this in action. Every student seemed to know why he was there and what his responsibility was in regard to the group as well as to himself as a member of that group. This had been developed through many formal and informal discussions. As an art project progressed, the teacher would say, "Isn't it wonderful that we can accomplish so much when we all work together?" and "We have made this a beautiful classroom."

Soon the children were making similar observations and their supportive spirit grew and grew.

Supplementary and programmed texts, phonograph records, films, filmstrips, etc., were requested and supplied by the Correspondence Study office or the school district. The State Library furnished books on all levels and in all areas of interest once a month.

The teacher enriched the program with art and music lessons along with social studies as holidays were celebrated by the entire group. Parents were often invited to share the celebrations. Many lovely songs, such as "Old Black Joe," "She'll Be Comin' Round the Mountain When She Comes," etc., were enjoyed by all.

Mrs. Driscol confided to me that the Snettisham School was a lot like a three-ring circus in the beginning; but, as soon as everyone knew what he was supposed to do and how to do it, order was created out of chaos. She said, "It was fun."

I neglected to mention that the school was closed for a couple of days this spring while Mrs. Driscol had a baby. Knowing how she utilized everything to enhance the children's education, I am sure some wonderful health lessons evolved from this experience.

I can hear an inevitable question, "Who is Mrs. Driscol?" Mrs. Driscol is just a flexible, interested, and fantastic teacher. She says anyone can do what she did at Port Snettisham.

High School Correspondence Courses

Available from University of Nebraska Extension Division
Lincoln, Nebraska 68508

English

Traditional:

1. Rev. Ninth Grade English
2. Rev. Tenth Grade English
3. Rev. Eleventh Grade English
4. Rev. Twelfth Grade English

Modern:

1. Mod. Ninth Grade English
2. Mod. Tenth Grade English
3. Mod. Eleventh Grade English
4. Mod. Twelfth Grade English

Practical:

1. Business English*
2. Composition*
3. Improvement of Reading skills
4. Journalism*
5. Public Speaking*
6. Remedial English*
7. The Drama*
8. The Novel*
9. The Short Story*
10. Remedial Language*

Music

1. Beginning Piano
2. History and Appreciation*
3. Harmony*

Art

1. Advanced Drawing*
2. Advanced Water Color*
3. Art Understanding*
4. Drawing and Painting*
5. General Art*

Languages

1. Beginning Latin
2. Second Year Latin
3. Third Year Latin
4. Beginning German
5. Second Year German
6. Third Year German
7. Beginning French
8. Second Year French
9. Third Year French
10. Beginning Spanish
11. Second Year Spanish
12. Third Year Spanish
13. Beginning Russian

Social Studies

1. American Government*
2. American History
3. Civics*
4. Conservation of Natural Resources*
5. Economics*
6. Guideposts for Teen-agers*
7. Modern Problems*
8. Psychology*
9. Sociology*
10. United States and International Relations*
11. World Geography
12. World History

Science

1. General Science
2. Biology
3. Chemistry
4. Physics
5. Basic Electricity and Electronics Principles*
6. Earth Science*

Mathematics

Traditional:

1. Elementary Algebra
2. Plane Geometry
3. Advanced Algebra
4. Trigonometry*
5. Solid Geometry*
6. Business Arithmetic*
7. General Mathematics
8. The Slide Rule*
9. Remedial Arithmetic*

Modern:

1. Modern Elementary Algebra
2. Modern Geometry
3. Modern Advanced Algebra
4. Modern Fourth Year Mathematics

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*One-Semester Course. Those not starred, on these two pages, are two-semester courses.

Correspondence Courses For Vocational Training, Profitable Career Development and Fun

Agriculture

1. Beef Husbandry
2. Conservation of Natural Resources
3. Dairy Production
4. Farm Management
5. Farm Tractors
6. Feeding Farm Animals
7. Field Crops
8. General Agriculture
9. General Livestock Farming
10. Poultry Management
11. Swine Management

Business Education

1. Accounting (High School)**
2. Business Arithmetic
3. Business English
4. Business Law**
5. Economics
6. General Business**
7. Secretarial Practice**
8. Shorthand**
9. Typewriting, Advanced**
10. Typing, Elementary**
11. Typing for the Handicapped

Careers in Writing and Speaking

1. Composition
2. Journalism
3. Public Speaking
4. The Drama
5. The Novel
6. The Short Story

Home Economics & Health

1. Clothing Management and Construction
2. Food and Nutrition
3. General Homemaking
4. Guideposts
5. Housing and Home Equipment
6. Modern Etiquette
7. Modern Health
8. Personal and Social Relationships

Trades and Industrial Education

1. Arc Welding
2. Automotive Mechanics**
3. Aviation
4. Basic Electricity & Electronic Principles
5. Beginning Woodwork
6. Driver Training
7. General Shop
8. Home Mechanics
9. Photography
10. Plumbing*
11. Practical Salesmanship
12. Radio Servicing**
13. Service Station Management
14. Television Servicing**
15. The Slide Rule

**Two-semester course. Those not marked, on this page, are one-semester courses.